

**KENTUCKY BOARD OF EDUCATION
REGULAR MEETING
AUGUST 6-7, 2003**

**STATE BOARD ROOM
1ST FLOOR, CAPITAL PLAZA TOWER
FRANKFORT, KENTUCKY**

SUMMARY MINUTES

The Kentucky Board of Education held its regular meeting on August 6-7, 2003, in the State Board Room, First Floor, Capital Plaza Tower, Frankfort, Kentucky. The Board conducted the following business:

Wednesday, August 6, 2003

CALL TO ORDER

Chair Helen Mountjoy called the Board meeting to order at 9:00 a.m.

ROLL CALL

Present for the meeting were Janice Allen, Alcie Combs, Dorie Combs, Gail Henson, Jeff Mando, Helen Mountjoy, Hilma Prather, Sam Robinson, David Tachau, Keith Travis and Paul Whalen. Absent from the meeting was Thomas Layzell.

APPROVAL OF MINUTES

Alcie Combs moved approval of the May 14-15, 2003, annual retreat and June 4-5, 2003, regular meeting minutes and Dorie Combs seconded the motion. The motion carried.

***REPORT OF THE SECRETARY OF THE EDUCATION, ARTS AND HUMANITIES
CABINET***

Secretary Marlene Helm included the following in her report:

- The Governor's School for the Arts and Governor's Scholars Program have concluded with another successful year.
- The process for choosing the Director for the Kentucky Historical Society is still ongoing.
- From September through February, an exhibit called "Joining the Rank: Kentucky African Americans in the Military" will be on display at the Kentucky History Center.

- The Folklife Festival will be held September 25-27, 2003.
- The new Executive Director of the Kentucky Educational Television, Mr. Malcolm “Mack” Wahl, was introduced by Secretary Helm and asked to come forward to address the Board. Mr. Wahl thanked the Board for its support and partnership with KET. He indicated that now more than ever it is important to join together to make positive things happen in the classroom. Wahl expressed appreciation for the Board’s willingness to form the task force with KET as a collaborative effort.
- Other staff from KET Secretary Helm introduced included Bill Wilson, Deputy Executive Director for Education, and Kathy Quinn, Director of Education.

REPORT OF THE PRESIDENT OF THE COUNCIL ON POSTSECONDARY EDUCATION

Diane Bazell was present to give the report due to Thomas Layzell not being able to attend. Her report consisted of the following:

- The Council on Postsecondary Education and the Kentucky Department of Education teamed up and were selected by the Education Trust to participate in a cross-agency data study to look at the effect of high school preparation on postsecondary readiness. The project has looked at statewide data and transcripts from students in Elliott, Morgan and Pike Counties. Also, the relationship between Morehead State University and these school districts was examined. The first key question examined by the study is the impact of college remediation on student success. The study showed that only 17% of students who graduated from high school in 2000 and were in need of remediation in more than one subject graduated from college within six years. However, 60% of students needing no remediation in college graduated within six years. The second key question from the study is the impact of taking the college preparatory curriculum on college freshmen’s performance. The study showed that students who enrolled in a rigorous high school curriculum outperformed their peers who did not. It also showed that students taking a rigorous curriculum are 30% less likely to be placed in college remediation. Still another factor that surfaced was that enrollment in upper level mathematics in high school is a strong indicator of future academic success. The final key question of the study is the relationship of the teacher education program at Morehead State University to the three school districts participating in the study. The study indicated that over 80% of teachers in Morgan and Elliott Counties and 50% of teachers in Pike County graduated from Morehead. Additionally, it was evident that a high percentage of high school graduates attending Morehead returned to teach in their home county. Thus, this study is important to improving teacher preparation in terms of content and pedagogy.

- The Governor's Literacy Summit was held last month where Ron Crouch examined high school data that was very useful for education purposes.
- The Council on Postsecondary Education is reorganizing due to an Executive Order by Governor Patton. Adult Education is being brought into the Council and Dr. Cheryl King is heading up this new portion.
- The Council on Postsecondary Education voted to approve to the American Diploma Project plan.

REPORT FROM THE PRE-K TO 16 COUNCIL

Gail Henson, the new chair of the Pre-K to 16 Council, gave the following report:

- Ms. Henson attended the morning session of the Governor's Literacy Summit and Hilma Prather served as a workshop leader. The Summit was characterized as being very successful and beneficial.
- Sheila Byrd, Executive Director of the American Diploma Project, attended the Pre-K to 16 Council's last meeting and gave preliminary results on data from the American Diploma Project. No benchmarks have been released as yet and the Board will need to wait until those are set to take action on the recommendations.
- Gary Wiseman, Chair of the Regional P-16 Council Network, and Dr. Barbara Stonewater, Executive Director of the Northern Kentucky Partners in Education, reported on the work of the Northern Kentucky Partners in implementing the American Diploma Project recommendations. They also reported on the status of the Northern Kentucky Mathematics Alignment Project.

REPORT OF THE COMMISSIONER OF EDUCATION

Commissioner Gene Wilhoit reported on the following:

- All four indicators from the nonacademic data release are moving in the right direction. The significant drop in the dropout figure has never been seen before in our history. This drop is the result of the political environment set by the legislature and Board along with incentives from the 1998 legislative session, the creation of more higher school transition programs and the higher quality of alternative programs.
- Evidence exists showing that education organizations are working together. The Kentucky Association of School Administrators organized their whole conference around the Board's goals, sub-goals and priorities and the Kentucky School

Boards Association did the same. Due to dwindling resources, it is more critical than ever to work together.

- The Kentucky Department of Education closed the year out and thanks to Robin Kinney and her staff, the Department yielded the smallest balance since the Commissioner took office. The remaining balance was \$130,000.
- Relative to the mandatory reduction of staff, the Department has met its Principal Assistant reduction goal, unclassified reduction goal and is within ten people of the overall reduction goal for the agency. All those that have worked on this reduction project were commended.
- The budget situation still does not look good and it seems this will not turn around in the near future.

GOOD NEWS FROM SCHOOLS AND DISTRICTS

Chair Helen Mountjoy recognized the following as part of the “Good News” portion:

- Congratulations were offered to Augusta Independent, Barbourville Independent, Beechwood Independent, Burgin Independent, Hancock County, Raceland Independent, Silver Grove Independent and Walton-Verona Independent for having zero percent high school dropouts in the recent release of the nonacademic data. Seven other districts posted dropout rates of less than 1%. It was noted that this was the second year in a row for Silver Grover’s zero percent figure and the fourth year in the row for Walton-Verona.
- Jeanne Biddle, Scott County’s School Technology Resource Teacher, was recognized for being named one of 240 Apple Distinguished Educators for 2003. It was noted that this is not within Kentucky or the United States, but instead for the world. Ms. Biddle’s students presented at the Regional Student Technology Leadership Program last December at Georgetown College and the Kentucky Teaching and Learning Conference in March.
- A tip of the hat was given to the Oldham County Educational Foundation for funding eleven projects involving twenty-one teachers at eight schools through their Pyramid Awards program. This thirteen-year-old grant program encourages teachers to develop and implement innovative strategies to motivate students and help them learn. The Pyramid Awards were characterized as a wonderful partnership between businesses and the local school district.
- Diana Anderson, Library Media Specialist for Pineville Independent, was commended for her outstanding library media program that goes the extra mile to make the library accessible to students and their parents. The program promotes accessibility to all students by being open longer hours and some nights, allowing

technology access to students who may not have a computer at home, offering video conferencing with universities and remaining open all summer.

STAFF INTRODUCTIONS

Commissioner Wilhoit introduced the following new staff:

- Ron Bryan, Associate Commissioner for Leadership and School Improvement
- Kim Townley, Director of Early Childhood

BOARD MEMBER CONCERNS

Chair Mountjoy asked Board members if any concerns existed that they wished to raise. Keith Travis asked for the status of searching for African-American superintendents. The Commissioner replied that there are three candidates in the superintendents' mentor program. Travis requested that later this year, the Board be able have lunch with the mentor program participants. Helen Mountjoy asked that the candidates' schedules be checked for a time when they might be in Frankfort in order to coordinate a meeting with the Board.

KDE EMPLOYMENT REPORT

Chair Mountjoy noted that the full-time Frankfort-based employees were down to 397. However, she said that the minority employment percentage remains strong at 14.1% of Frankfort-based staff.

COMMITTEE MEETINGS

The Assessment and Accountability Committee and KSB/KSD Committee met from 9:30 a.m. to 11:30 a.m.

PRESENTATION OF THE JOSEPH W. KELLY AWARD

Chair Helen Mountjoy presented the annual Joseph W. Kelly award to Representative Jimmy Higdon for enhancing the educational opportunities for children in his school and community. Following the award presentation, a luncheon was held in Representative Higdon's honor.

KETS IMPLEMENTATION

Chair Helen Mountjoy indicated that this agenda item is a carry-over from the June meeting in that staff were asked to check on and report back about those districts that had not yet completed Phase I of KETS. She asked Associate Commissioner David Couch to update the Board on the KETS Phase I implementation and he reported the following:

- 100% of districts have completed the categories to be implemented in Phase I of KETS and in most of these categories Kentucky is the first state to have done so.
- The completion of Phase I items allows staff to move on to the next step of maximizing the use of the system.
- Appreciation was expressed to the Commissioner and the Board for getting behind this effort to complete Phase I.
- Jefferson County has made tremendous progress in the implementation of KETS Phase I, MUNIS, and STI.

At this point, Chair Helen Mountjoy suggested that staff draft a letter that can go out from the Board complimenting Jefferson County on the progress they have made in implementing Phase I, STI and MUNIS. Board members concurred that such a letter be drafted and Mr. Couch was asked to see that the letter comes forward.

APPROVAL OF KENTUCKY EDUCATION TECHNOLOGY SYSTEM (KETS) FY04 UNMET NEEDS FOR LEAs

Chair Helen Mountjoy noted that in Phase I of KETS, specific kinds of tasks existed that could be cost factored easily and computed to yield the unmet need. However, she said now that Phase I is completed, it is more difficult to determine the specific factors within categories like maintenance, replacement, etc. She then asked how staff came up with the \$214 per child figure within the unmet need staff note.

Associate Commissioner David Couch replied that a total cost of ownership figure was used, which is comprised of how much will be needed to support the system in its lifetime. He continued that a certain percentage of the figure was taken from maintenance, replacement and operations to come up with the total of 121 million dollars. Next, the 121 million dollars was divided by the number of students in the state and yielded \$214.

Mountjoy went on to say that the \$214 is taken and multiplied by average daily attendance to come up with numbers per district on pages 74 through 76 in the Agenda Book. She emphasized clearly there is not \$121 million to send out to school districts; however, she explained that the Board is required to approve the existence of this unmet need funding amount so that dollars can be allocated toward that unmet need.

At this point, Gail Henson moved to approve the unmet need and Paul Whalen seconded the motion. The motion carried.

It was then noted by Mountjoy that she had asked staff to look into whether the unmet need could be approved by staff instead of the Board beginning next year.

A concern was then raised by Samuel Robinson about the disconnect between the level of computer literacy of students and the quality of Kentucky's technology system. David Couch replied that staff will be advocating adoption of a list of national student technology standards in the near future and will also be making tools available to districts for evaluation of technology literacy skills. He clarified that within the *No Child Left Behind Act*, computer literacy is a goal but not a requirement.

Paul Whalen then asked if staff could send legislators a copy of pages 71 through 75 to emphasize the need for \$15 million per year in supporting technology.

KETS IMPLEMENTATION PLAN

Chair Mountjoy began by explaining the implementation plan outlines how available dollars might be spent over the next year. She reminded the Board that in July 2000, it adopted a new master plan for technology and that this agenda item is an annual flow-out from the master plan. Mountjoy stated that the implementation plan includes items from the master plan and how the dollars will be expended this year. She asked Board members to look at page 2 of the staff note that depicted how the different monies are broken down. Chair Mountjoy noted that the first offer of assistance would be \$4,179,000 and would go toward meeting the \$121 million unmet need that the Board approved in the previous agenda item. Associate Commissioner David Couch reminded the Board that the district matches the unmet need allocation. Mountjoy then asked Couch to elaborate on what was contained within the category titled KETS Leadership Planning, Management, Research and Evaluation cited to cost \$1,233,406.

Mr. Couch provided the Board with a handout that detailed the items within this category and explained that it was made up of the following:

- Getting the student technology standards and evaluation tools for those standards in place
- Closing out the administrator technology standards
- Staying on top of the teacher technology standards and teacher resource program
- Leading the implementation of a new network operational system across the state called Active Directory that will provide better security
- Upgrading email services for all districts
- Testing on products before these are approved to be used by the field

David Tachau then expressed concern that there will not be any future dollars allocated by the legislature to support technology. Commissioner Wilhoit responded that his sense is the dollars will not be pulled but instead technology will continue to be supported at

this reduced level. He went on to say the sad part is that we are already \$15-20 million short of where technology needs to be.

At this point, Keith Travis moved approval of the KETS Implementation Plan and Hilma Prather seconded the motion. The motion carried.

FLOYD COUNTY REQUEST FOR STATUS CHANGE FROM STATE-MANAGED TO STATE-ASSISTED

Prior to the beginning of the discussion on Floyd County, Janice Allen recused herself from the discussion due to a perceived conflict of interest.

Chair Mountjoy reviewed that the state has been in and out of Floyd County School District for a number of years with the last time occurring beginning in 1998, where the entry into this district was through a management audit. She noted that the management audit had specific recommendations for improvements and that the Board has received regular progress reports on the status of these recommendations. She went on to say that in 2000, the terms of state management were extended along with a shift to begin to focus on instructional improvement. Then, Mountjoy pointed out that beginning last year, discussions began to occur about reducing the level of state oversight in Floyd County, and at that time certain schools were granted more leeway if they met specific criteria. She commented that numerous Department staff have been in and out of the district to provide assistance along with highly skilled educators and high quality professional development providers. Mountjoy indicated that a state manager has also been on-site daily in the district. Now, Mountjoy explained, on action by the Floyd County Board of Education, the state Board is being presented with a request to move the district from being state-managed to state-assisted, which would begin August 7 and possibly end on June 30, 2004. She indicated that the Board would be hearing from the Floyd County superintendent, Paul Fanning; the Floyd County state manager, Glen Hendricks; Associate Commissioner Kyna Koch and the Commissioner. Mountjoy then asked Superintendent Fanning to begin his presentation.

Fanning expressed regret from Carol Stumbo, Floyd County Board Chair, at not being able to attend and acknowledged the presence of Jeff Stumbo, Floyd County Board of Education Vice-Chair and Mickey McGuire, Floyd County Board of Education member. The main points of Superintendent Fanning's presentation were as follows:

- In the area of self-governance, continuous progress is a key theme. The district believes that it has continuously progressed in recent years as compared to the standards and recommendations that came from the last management and scholastic audits. Ninety-six percent of the deficiencies noted by the Department in various management audits have been corrected.
- Relative to academic performance, it was noted that resources to schools have been decentralized, the district has continuously promoted professional development to build school and district level capacity, and the district has

developed instructional leadership through various programs. Additionally, each school is currently provided with writing leaders, a curriculum specialist and during the first quarter of this year, technology resource teachers. Reading initiatives are present in all elementary schools, continuous review and revision of curriculum occurs and the comprehensive school improvement plan addresses issues from previous audits with updates made quarterly through the implementation and impact checks. High school course offerings have been enriched and the district has made improvement in its scores on CATS, CTBS and the writing portfolio.

- In the governance sector, a planning and policy emphasis has become the norm rather than the exception. The district is nearing completion of a strategic planning process that will become part of the district comprehensive improvement plan. Additionally, the local board has shown it can make tough decisions in tough times and its meetings are more efficient, effective and productive.
- Regarding finances, financial solvency exists and the legal contingency funds are being reduced, along with emphasizing the prevention of legal issues moving to the level of litigation. The budgeting process is more organized with collaboration among the various groups, and business practices are monitored and more accountable.
- Student support is an area of emphasis in which there has been a consolidation of services under a Director of Pupil Personnel to include attendance, dropout prevention, health services and resource centers. Programs and opportunities for exceptional children have improved and expanded. The community education/relations program has strengthened business, local agencies and media relationships, and health assistance services are available to all schools. Attendance levels have increased to include a .4 increase this year over last year and a decrease in dropouts from 148 in 2001-2002 to 94 in 2002-2003.
- Relative to school facilities, a short and long-range facility plan was recently approved by the State Board, and a five-year maintenance plan is in place, with energy management as a focus.
- Within the pupil transportation area, a review of that particular Floyd County department by a Department of Education team resulted in high marks for the service rendered and the pupil transportation program has been acknowledged as the most improved driver-training program in the state.
- Regarding the area of equity, a recent review of the system's equity program resulted in no findings of problems, excluding academic gaps among targeted groups. Additionally, disciplinary programs are being piloted in schools and academic gaps among groups are targeted within the school and district improvement plans.

- In the area of technology, a five-year plan has been approved and implemented by the Floyd County School District. Technology resource teachers will be provided for schools during the coming year and technology tools are becoming more utilized in academic and support areas.
- Relative to food services, participation in the lunch program increased 5% last year and the training for food service employees has been expanded. Program accountability issues have been reduced.
- Targets for improvement in the future include reducing novice performance, reducing dropouts, increasing attendance and creating larger gains in student performance across assessed areas.
- To accomplish these goals, the Floyd County School District plans to move assistance to the school level so educators will have access to resources in skill development; monitor implementation of the district strategic plan, comprehensive school improvement plan, comprehensive district improvement plan, and *No Child Left Behind Act* requirements; set standards through the improvement of lesson/unit planning and instructional practices and reduce the achievement gap among gender, racial and socio-economic groups.
- Due to the improvements and future goals cited within the presentation, the Floyd County Board of Education is asking the Kentucky Board of Education to change its current designation from a state-managed to a state-assisted district and that the district assume some of the related costs of resources previously provided by the state.

The next presenter was Glen Hendricks, Floyd County State Manager. Highlights of his remarks were as follows:

- A tremendous amount of resources has been sent to Floyd County over the years.
- Last year, a great leap in progress occurred with attendance and dropout.
- There are some ups and downs on growth indicators, but generally the district is at a point of positive growth.
- Some changes have occurred in the district that are hard to verify with data. Early in the tenure of state manager, when entering a high school, it was difficult to tell if it was time for break or class time. However, this is not the case now.
- Relative to district-wide professional development, a vast difference exists from what was occurring in 1999. Currently, sharing, collaboration and congeniality is evident.

- The principal now leads the assessment analysis instead of the state manager.
- Teachers used to ask for more dollars to solve problems, but now one hears what strategies have been tried and what they are going to try. The opinion of the state manager is requested on these matters.
- It would be a good pat on the back to say well done, but there is a ways to go with improvements. However, the progress needs to be recognized.

Associate Commissioner Kyna Koch then explained that the request before the Board is an acknowledgment of the progress that has been made in Floyd County; however, she clarified that this really does not change the relationship with the state very much. Koch noted that the Department will still have oversight and support systems in place.

Commissioner Wilhoit went on to say that he agreed with Mr. Hendricks that there is progress that has occurred in the school district that cannot be measured by data. He also emphasized that the Department cannot walk away and must consider how to continue support for the district. Commissioner Wilhoit pointed out that the question is whether the local board is willing to take on the responsibility for district progress and whether the local district staff is ready to support the improvement efforts. He stated that if the answer is yes, and others have indicated that it is, this is a good opportunity to recognize progress and let the district assume responsibility for its future. He recommended approval of the move from a state-managed designation to a state-assisted designation.

Chair Mountjoy then inquired what would happen this year if there were slippage in progress within the district. Commissioner Wilhoit replied that he would not be able to veto local board decisions but he anticipates the Department and the local board can work together. He assured the Board that if issues surfaced, the Department will be in the district talking about them, and if significant problems resulted, he would come back to the Board with a request for another management audit.

Hilma Prather then commented that she felt like moving the district from state-managed to state-assisted would be a definite leap of faith. Although she said she would vote for this recommendation, she told district officials that the Board expected not to be disappointed. Prather indicated that the Board wants to point to Floyd County as a success story and hopes the momentum continues to increase next year.

Superintendent Fanning indicated that the district wants to seek success rather than reasons for failure and stated he would like to come back before next June to ask for the next step of change. He emphasized that the district knows it has to earn its way out of state-management and state-assistance.

At this point Hilma Prather moved to adopt the recommendation of staff to move Floyd County School District from a state-managed designation to a state-assisted designation. Gail Henson seconded the motion and it carried, with Keith Travis and Paul Whalen voting no. Janice Allen recused herself.

ANNOUNCEMENTS

Chair Helen Mountjoy announced that upon recess of the Board following the conclusion of the upcoming committee meetings, the Board would enter into closed session at 7:00 p.m. tonight at the Holiday Inn to conduct the Commissioner's evaluation. She indicated that no action would be taken in the closed session.

COMMITTEE MEETINGS

The Curriculum Committee and Management Committee met from 3:15 p.m. til 5:00 p.m.

Thursday, August 7, 2003

ASSESSMENT AND ACCOUNTABILITY COMMITTEE MEETING

The Assessment and Accountability Committee met from 8:00 a.m. to 8:40 a.m. to complete the discussion of its agenda prior to the convening of the Full Board meeting.

ANNOUNCEMENTS

Chair Helen Mountjoy indicated that the Board went into closed session last evening at 7:00 p.m. upon a motion by Gail Henson and a second by Paul Whalen, which carried. Then, at 10:00 p.m., the Board came out of closed session upon a motion by Dorie Combs with a second by Samuel Robinson, which carried. She indicated no action was taken in the closed session and that it was conducted for the purpose of discussing specific personnel issues.

NATIONAL ASSESSMENT FOR EDUCATION PROGRESS (NAEP) 2002 READING AND WRITING RELEASE

Cindy Owen, Kentucky NAEP Coordinator, explained the following about the NAEP assessments:

- Kentucky includes all of its students in the state assessment including those who have disabilities. However, NAEP excludes some students that Kentucky would include in its assessment.
- There is a big difference in how Kentucky and NAEP define reading. Kentucky defines reading as comprehension; therefore, students with disabilities who need a reader or a computer to read for them are allowed to participate in Kentucky's assessment. NAEP, however, says that decoding is part of the reading process and does not allow readers or computers that will read for students. NAEP also does not allow paraphrasing.

- The exclusion rates for the NAEP test are a difficult struggle in that the accommodations that Kentucky allows are not the same as those allowed by NAEP, with Kentucky including virtually all students in its assessment program.
- Kentucky is interested at examining the profiles of those students that NAEP excludes and Kentucky does not. Thus, staff will be looking at data from the schools that show which students were excluded from the NAEP sample and then will look at the results from the KCCT for these students in order to do a data comparison on what students who are excluded from NAEP look like on Kentucky's test.
- The *No Child Left Behind Act* requires states and districts to participate in NAEP but is not clear on requiring schools to participate. Thus, Department staff is bringing a proposal to the Assessment and Accountability Committee to require participation by schools.

Chair Mountjoy indicated that the issue of exclusion rates comes up periodically even though NAEP has done an analysis and concluded that significant progress has occurred in Kentucky even with the exclusion rates. She pointed out that the exclusion rate data shows Kentucky is in the middle of the pack and that Kentucky students in grades 4 and 8 are consistently making progress, except for 8th grade writing. She asked if the NAEP writing format was similar to Kentucky's on-demand format.

Associate Commissioner Starr Lewis responded that Kentucky's on-demand writing format lines up very well with NAEP and said that the NAEP results in 8th grade writing are disappointing, since we put so much work into the writing process. However, she pointed out that on CATS, in the writing category only 7% were proficient and stated that the proficient standing on NAEP is very similar to Kentucky's proficient level. Lewis noted that to improve the writing performance, Department staff are looking at putting more instructional supports around writing. She explained that units of studies around sequences are being put together for all content areas and grade levels, along with pulling out some of the KET telecasts that focus on middle school writing instruction.

SEEK ADEQUACY OPTIONS

Chair Helen Mountjoy noted that much of the content of this staff note is background for budget decisions. She indicated that all of the ideas listed here are good ideas; however, she stated the question is which initiatives would be the most productive for the amount spent.

Associate Commissioner Kyna Koch stated that the approach proposed by Drs. Picus and Odden on how to move toward adequacy depicted a new way to deliver services. However, she said that the approach used in preparing the staff note for this topic was to pick up some of the elements that could be used as enhancements to our current system rather than pursuing a total redesign. Koch commented that she was hoping to get the Board's direction on the priorities it wants to pursue in the next budget and then go to each educational cooperative to gather input from superintendents to bring back to the Board in October when it looks at the budget.

The following are the topics covered within the discussion on SEEK adequacy options:

Professional Development – The Picus and Odden study approaches professional development in two ways, common planning time for all teachers and ongoing professional development/training. Staff could be increased by 20% at a cost of \$200 million. Department staff thought the use of instructional facilitators was a promising recommendation that the Board might wish to consider.

Resources for Struggling Students – This is a difficult topic due to the approach that Picus and Odden took in funding students with disabilities because they based it on poverty, which is not a very good measure of particular disabilities. One recommendation from Picus and Odden is to increase the at-risk component from free lunch to free and reduced lunch. One other issue to consider is the recommendation to have districts pass the at-risk dollars to schools specifically for the purpose of dealing with these students.

Preschool - Drs. Picus and Odden attached a \$175 million price tag for educating all three and four-year-olds. Research shows that expanding service to this population could have a large, long-term benefit educationally. Preschool is a categorical program and one question to consider is whether to first ask the General Assembly to fully fund the program. Other costs/issues facing the preschool program that need to be considered are growth in the program, the additional cost of hiring certified teachers by the fall of 2004 for preschool, professional development, reduced class size, how to expand the preschool population, whether to include preschool in the SEEK formula and the effect on facilities that expanding the preschool population would incur.

Full-Day Kindergarten – Staff shared that the main argument heard from legislators previously on not funding full-day kindergarten is that many districts

are already doing so and there is no need to replace dollars that the districts are already spending.

Smaller Class Sizes in the Primary Grades – Implementation of this initiative has a \$230 million price tag. Staff indicated that it is the right thing to do but said timing is the issue due to the budget shortfall.

Technology - Technology was discussed as part of yesterday's meeting with the fact being it is already under-funded with districts needing to maintain and replace the systems they have.

The Board then had a discussion on how the information in the staff note on SEEK Adequacy Options related to the KBE Funding Priorities identified at their May 14-15, 2003 Retreat. Consensus was reached that staff should focus budget preparation on the budget priorities identified at the May 14-15 retreat plus instructional facilitators, a weight for LEP students, including four-year-old LEP students in the preschool program and rolling preschool into the SEEK formula. It was agreed that Department staff will bring back a budget proposal in October for the Board to consider what realistically can be done within the next legislative session.

Next, the Board moved on to discuss the tax issues associated with SEEK adequacy. Those issues were as follows:

- Provide a state adjustment to the SEEK calculation for districts whose local tax effort in the formula is greater than the local revenue that can be generated by the district. Department staff indicated this issue favors the wealthy districts but said the total amount compared to what it will generate does not impact equity. Staff recommended that the Board support such an adjustment.
- Since 1993-94 at least seventy-six school districts have been unable to increase tax revenues the full 4% because of the maximum tax rate limitation. All other local tax jurisdictions have had this cap removed. Staff indicated that this is one issue that needs to be pursued because it can affect poor or wealthy districts and is completely out of the control of local districts.
- A local school district is to receive state equalization facilities funding on the original additional 5 cent tax levy for growth if it levied the original tax prior to fiscal year 2003-2004, continues to levy the 5 cents for participation in the school facilities construction commission, continues to meet the criteria for growth under KRS 157.621 in 2002-2003 and levies an additional 5 cents growth nickel tax. Staff commented that this is an equity issue because growth districts tend to be wealthier districts.
- Authority to level the growth nickel as provided in KRS 157.621 has a sunset provision. Authority to continue to allow districts to levy the tax has been contained in every budget bill since the sunset provision went into place. While

the growth nickel affects only a few districts, it should be a viable option for those who qualify. Staff noted that this is really a matter of legislative language cleanup that is needed.

- House Bill 269 allows districts to commit an additional nickel for facilities above the current nickel authorized by the Facilities Support Program of Kentucky. The current nickel is equalized but the additional nickel is not. The current authority for the second nickel makes the levy subject to recall. Staff indicated implementation of this issue is appropriate because it puts the burden on local districts to levy this tax.
- Sixty-six districts reported receipt of revenue in lieu of taxes totaling approximately \$15 million. Currently these receipts are not counted as revenue for purposes of the SEEK calculation and the issue has been raised as one of fairness. These are revenues that are not available to all districts. Staff indicated that this only affects those districts levying under 940 instead of 44. Staff went on to say that this would not really fix the issue surrounding dollars received in lieu of taxes because it really is the capacity of a district to raise revenue. It was noted that the only way to fix the situation is for all districts to levy under 940, which does not have a great probability of passing the General Assembly because it would require the revamping of SEEK and the tax structure.

The last part of the discussion dealt with other SEEK issues. A summary of those follows:

- The SEEK program uses property value as the measure of wealth. The issue has been raised that this is an unfair measurement due to vast differences in the districts. Staff recommended this needs to be pursued through study but stated there is no solution for the problem at this time.
- The SEEK calculation uses average daily attendance as a measure of the number of students to be funded. The issue of whether this is an appropriate funding mechanism has been raised from time to time. Districts complain the record keeping is cumbersome, even with the statewide student management system. Staff shared that when the finance officers were consulted about using a point in time for SEEK funding, they disagreed due to safety reasons. Staff went on to say that the burdensome part is really how to count students present, which can be fixed within the current regulation. Superintendents will be consulted on how this can be resolved and staff said this issue could possibly be deleted.
- The transportation component of the SEEK calculation has received considerable attention in the last few years. Staff has reviewed calculations in other states and continues to believe the basis of Kentucky's calculation is solid and should be retained. However, an issue that continues to plague local districts is the fact that the calculation does not provide funding for students that live less than one mile from school but are transported. Staff recommended that the Board support

legislation to include the students who are transported less than one mile within the transportation calculation. The Commissioner asked that a discussion on transportation costs come forward in the future as part of the Management Committee's agenda.

On both the tax issues and other SEEK issues, staff were asked by the Board to seek input from the Local Superintendents Advisory Council and other constituency groups prior to October so that the Board can take this into consideration when it considers the budget proposal.

2004 LEGISLATIVE AGENDA OF THE KENTUCKY BOARD OF EDUCATION

The initiatives proposed for consideration on the Kentucky Board of Education's 2003 legislative agenda were as follows:

Authority of the School Council in Failing Schools - Shift the authority of a council in a school that is Level 3 for two successive accountability cycles to the local superintendent or highly skilled educator if recommended by both the district and school audit teams.

Kentucky School for the Blind/Kentucky School for the Deaf

- Make clear the employment of teachers at KSB/KSD is comparable to local school districts, not KRS Chapter 18A.
- Provide school accountability consequences for staff at KSB/KSD.

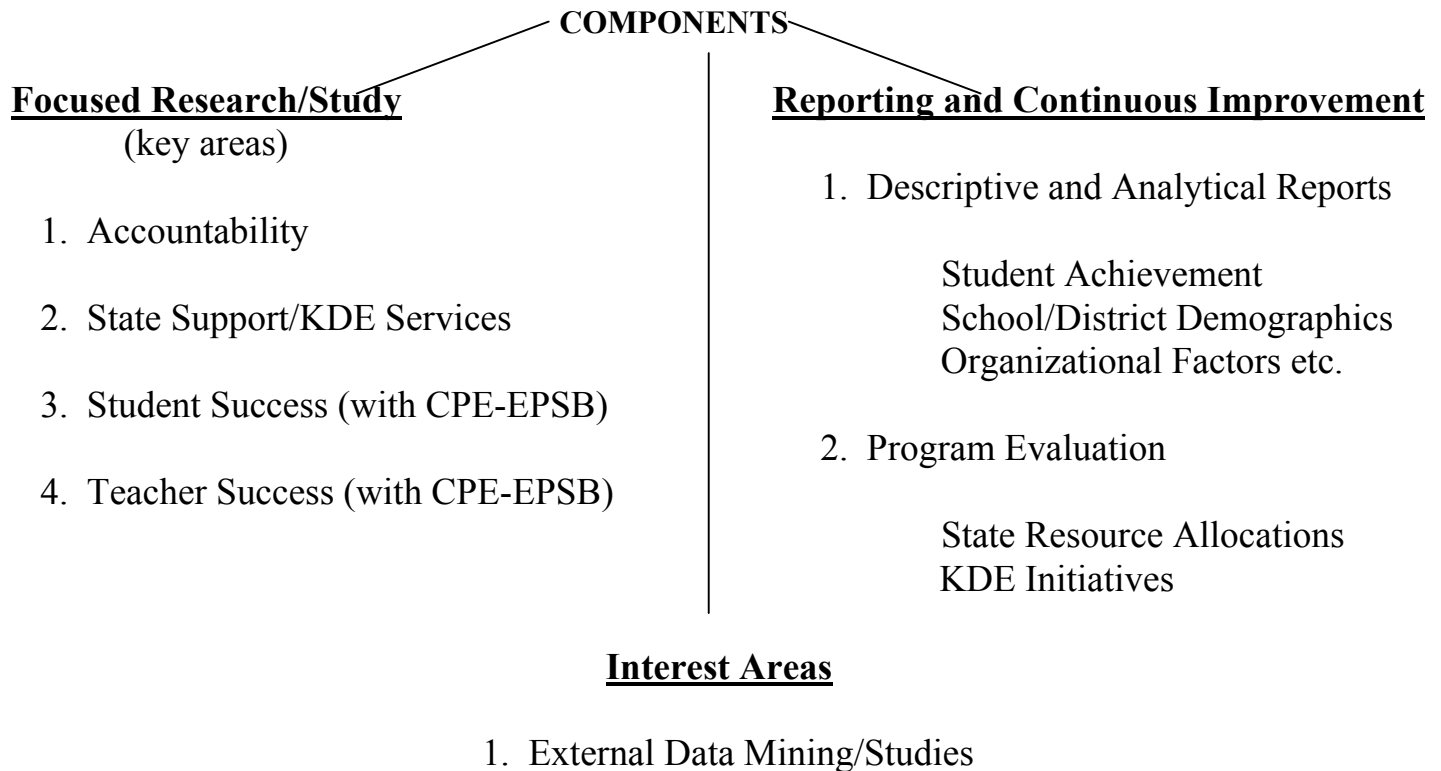
The other issues on the list were characterized as Kentucky Department of Education minor or technical cleanup proposals regarding head teacher, some school finance issues and school bus specifications. Staff indicated that all of these proposals will be revisited in December when specifics will be known on prefiled bills.

PROPOSED FRAMEWORK FOR A RESEARCH AGENDA FOR AGENCY POLICY DECISION MAKING

Commissioner Wilhoit indicated that the point of this staff note is for the Board to look at whether these are important studies to conduct and if the studies will get to the core issues needed for decision making. He explained that the Department is trying to assess its research agenda and put it on a long-term schedule. The proposed framework for consideration by the Board was as follows:

Proposed KDE Research Agenda Framework

Establishing a Culture of Inquiry and Data-Based Decisions



The Board was asked if these would be useful topics to assist in its decision making. The consensus was that these were on target with the need to perhaps add the area of technology in terms of support and impact on learning, student success research on dual credit and a research base on limited English proficient students.

ASSESSMENT AND ACCOUNTABILITY COMMITTEE REPORT

Action/Discussion Items

1. **Decisions Regarding No Child Left Behind Act Requirements.** Committee Chair Hilma Prather explained that when the Board first got the staff note for this item, the recommendation was to approve regulations on an emergency basis. However, she indicated that after discussing the situation, the committee decided that emergency regulations were not the best approach at this time and felt it was best to slow down and be deliberate about these important decisions. Prather distributed a chart to Board members that could be used as an organizer for making decisions on the areas staff would need

direction on how to proceed with implementation of the assessment for this year. The following items were brought forward by the Assessment and Accountability Committee relative to meeting *No Child Left Behind Act* requirements and the full Board's decision on each is noted:

- **Federal Accountability Requirements using CATS data** - Adopted a plan to use CATS data to compute federal Adequate Yearly Progress (AYP) for schools and districts based on NCLB criteria in reading and mathematics, in addition to holding schools accountable every two years for growth expectations as reflected in Kentucky school growth charts. There will continue to be only one testing system, CATS, for Kentucky students.
- **Reading and Mathematics Assessments, Grades 3-8** - Confirmed the Kentucky Board of Education's previous decision to add augmented norm referenced tests in reading at grades 5 and 8 and in mathematics at grades 4 and 7 to meet NCLB requirements of annual testing in reading and mathematics for grades 3-8. The NRT currently administered at grades three and six will also be augmented in order to measure the breadth of Kentucky's current reading and mathematics core content.
- **Adequate Yearly Progress (AYP)** - Adopted the three components for making AYP: (a) meeting annual measurable objectives in both reading and mathematics, (b) showing progress on the academic index at the elementary and middle school accountability levels or demonstrated progress toward the KBE goal of a graduation rate of 100% by 2014 at the high school accountability level and (c) having a participation rate for the school as a whole and for each of its subpopulations of sufficient size of at least 95%.
- **Index Calculations** - Adopted a motion to define proficient for NCLB to mean the same as proficient as applied in CATS. The Board also affirmed that the "n" count for determining the size of subpopulations will remain at 10 per grade and 30 per school, as previously approved by the Board.
- **Method of Determining Annual Measurable Objective in Reading and Mathematics for Federal AYP**- Adopted an approach setting federal AYP goals for reading and mathematics through 2014 at the elementary, middle and high school levels, which will apply to the school/district and its subpopulations. The goals for each year in reading and mathematics at each of the three levels are reflected in the chart below. Notice that the goal at each level and for each subject area is the same for the baseline (2002), 2003 and 2004, the same for 2005, 2006 and 2007 and then goes to equal intervals of improvement thereafter. These plateaus in the early years will allow schools to adjust to the requirements of NCLB without immediately expecting annual increases.

Proficient	Elementary		<i>Middle</i>		High	
	Reading	Math	Reading	Math	Reading	Math
Baseline (2002)	47.50	22.34	45.59	15.96	19.15	19.05
2003	47.50	22.34	45.59	15.96	19.15	19.05
2004	47.50	22.34	45.59	15.96	19.15	19.05
2005	54.06	32.05	52.39	26.47	29.26	29.17
2006	54.06	32.05	52.39	26.47	29.26	29.17
2007	54.06	32.05	52.39	26.47	29.26	29.17
2008	60.63	41.76	59.19	36.97	39.36	39.29
2009	67.19	51.46	65.99	47.48	49.47	49.41
2010	73.75	61.17	72.80	57.98	59.58	59.53
2011	80.31	70.88	79.60	68.49	69.68	69.64
2012	86.88	80.59	86.40	78.99	79.79	79.76
2013	93.44	90.29	93.20	89.50	89.89	89.88
2014	100.00	100.00	100.00	100.00	100.00	100.00

- **Confidence Intervals** - Adopted the following proposal: “A school shall be considered to have met its annual measurable objective in reading and mathematics if: (a) the percent of students scoring proficient or above in a school or district meets or exceeds the annual measurable objective in reading or mathematics, or (b) the annual measurable objective falls within the 99% confidence interval placed around the school's or district's percent of students scoring proficient and above.”
- **District Accountability** - Adopted a motion that the method of calculation for district accountability be consistent with the method for calculating school accountability.
- **National Assessment of Educational Progress (NAEP) Participation** - Adopted a motion requiring NAEP participation by schools. (This is already required of states and districts.)
- **Reporting Timelines** - Adopted a motion indicating that the Kentucky Board of Education intends to explore solutions to meeting the federal reporting timelines required by NCLB with its advisory groups and others for implementation in 2004. NCLB requires test scores to be provided to schools before the beginning of the next school year so that federal AYP decisions can be rendered at that time.
- **Full Academic Year** - Deferred action on defining the length of a full academic year to give time for advisory groups and others to review and provide input to the Kentucky Board of Education. The definition for full academic year will determine which students are included in calculations for federal accountability purposes. For this year the Board has agreement from the United States Department of Education to use Kentucky’s current definition during the transition to implementing NCLB requirements.

- **Inclusion of Students with Limited English Proficiency (LEP)** - Agreed to comply with NCLB relative to LEP students in administering the CATS test to any student who has attended a school(s) in a district and is enrolled on the first day of the testing window. However, the student's test results will only be part of calculations to determine if the school has met federal AYP if the student has been in the school or schools within the district for a full academic year, with the school being held accountable if the student has attended only one school and the district being held accountable if the student has attended multiple schools within the district. (Note: As explained above, action on defining the length of a full academic year was deferred until further input can be gathered. The actual definition will determine which students are included in calculations for federal accountability purposes.)
- **English Language Proficiency Exam** - Agreed to comply with NCLB relative to administering an English Language Proficiency Exam to any student whose primary language is not English. The results of the exam must be used to determine the individual instructional plan for the student.
- **Progress of LEP Students Learning English and Meeting State Standards** - Agreed to monitor and report the performance of LEP students on the English Language Proficiency Exam and CATS to the United States Department of Education.
- **Safe Harbor** - Agreed to provide a safety net provision for schools in meeting federal AYP. If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met the annual measurable objective if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary and middle school levels and the graduation rate at the high school level. (Within the subpopulations, the school will continue to have to meet the 95% participation rate.)
- **Schools in Improvement** - Agreed that federal accountability consequences for not meeting AYP will be determined annually. However, Kentucky accountability consequences will continue to be based on the accountability index every two years.
- **School Choice, Supplemental Services, Corrective Action, Alternative Governance Plan and Alternative Governance** - Agreed that these consequences will be invoked as specified by NCLB for not meeting federal AYP.
- **Data Review regarding identification or consequences** - Agreed that before applying NCLB required school-level sanctions for not meeting federal AYP, the district must provide schools the opportunity to review all data, and that not later than 30 days after the district provides the schools with the opportunity to review the data, the district shall make public the final determination on the status of the school relative to making federal AYP.

- **Starting Points for Determining AYP** - Agreed to establish baselines for determining federal AYP using Spring 2002 CATS data in reading and mathematics. The Kentucky accountability dimension for CATS, however, will continue to use baseline data from Spring 1999 and Spring 2000.
- **Subpopulations** - Agreed that the subpopulation requirements within NCLB will be applied to the federal AYP decisions.
- **Graduation Rates** - Agreed to include graduation rate instead of dropout rate as part of the calculation for meeting federal AYP. Dropout rate, however, will continue to be a data element for middle schools for the Kentucky dimension.
- **School Accountability Rosters** - Agreed to establish an accountability roster of all students who have been in the school/district/state for a full academic year for purposes of identifying those students who will count for federal AYP. (Note: As explained above, action on defining the length of a full academic year was deferred until further input can be gathered. The actual definition will determine which students are included in calculations for federal accountability purposes.)

2. **NCLB English Language Proficiency Standards, Baseline Data and Annual Measurable Achievement Objectives.** Chair Hilma Prather indicated that actions are needed on these items immediately but clarified that what will be submitted to the United States Department of Education (USDOE) are interim measures. She noted that this is the first attempt to address these issues relative to limited English proficient students and said because compliance is required by USDOE, action must be taken at this point. Prather divided the actions necessary for this topic into three parts as follows:

- **English Language Proficiency Standards** – These standards are designed to assess the proficiency of limited English proficient students toward gaining English language proficiency within the four domains of listening, speaking, reading and writing. The Kentucky Department of Education is currently working with the Council of Chief State School Officers and other states on similar standards and on an assessment directly related to the standards. Chair Hilma Prather moved approval of the standards as Draft English Language Proficiency Standards for Kentucky schools and the Board approved the motion.
- **Setting a Baseline for English Language Proficiency** – Last year, two interim assessments for assessing English language proficiency were approved by the Board. These were the Language Assessment Scales and the IDEA Proficiency Test, which were used by districts this last school year. Even though the Kentucky Department of Education is working with the Council for Chief State School Officers on moving to one test for assessing English language proficiency, the United States Department of Education is requiring the submission of baseline data. Chair Prather moved approval to submit the

baseline data in the aggregate using correlational studies and the Board concurred.

- LEP Annual Measurable Achievement Objectives – This was characterized as a difficult item because what determines a cohort for limited English proficient students, which is a very fluid group, must be defined. Distinction is made between those who have had formal schooling and those who have not. Chair Hilma Prather moved approval of the proposed annual measurable achievement objectives for the groups as an interim measure and the Board agreed.

KSB/KSD COMMITTEE REPORT

Action/Consent Items

1. **Kentucky School for the Blind (KSB) Board Appointments.** In committee chair Keith Travis' absence, Paul Whalen gave the committee report and recommended approval of the appointments of Bess Douthitt and Thomas Guintier to the KSB Advisory Board. The Board agreed with these appointments.

Review Items

1. **History, Background, Facilities, Budget and Current Status of Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD) and Purpose/Responsibility of the KSB/KSD Committee.** The following points are a summary of the committee's discussion:
 - Audit of the Food Services Programs was reviewed as well as the initial response from each school. Paul McElwain's office will conduct a follow-up, on-site visit to each school to review improvements and then report back to the committee in October.
 - Each school will develop and implement a housekeeping/safety checklist and procedure for monitoring all buildings on a weekly or biweekly basis. This checklist procedure will be presented to the committee at the October meeting.
 - The committee acknowledged and agreed with the Department's suggestion for asking the Center for School Safety to conduct training for the staff at each school on safety awareness issues.
 - As follow-up to the audits conducted in March 2003 by the Division of Career and Technical Education, a status report for each school addressing its career and technical education programs will be presented to the committee in October. Recommendations on changes for the career and technical education programs in each school will come from the comprehensive high school stakeholder committee later in the year.

- The committee requested Department staff to present proposals for statutory and regulatory changes to address and evolve the status of KSB and KSD as schools versus state agencies in October. The specific topics of personnel, facilities and budget, as well as any others that are pertinent, should be addressed.
- The committee asked Department staff to reorganize the notebook of information on KSB/KSD and provide an index so that the committee can access the information more easily.

Action/Discussion Items

1. **Facilities Planning Committees for KSB and KSD.** Paul Whalen recommended approval of proposed members for facilities planning committees at both schools and noted that a Kentucky Board of Education member will be added to each. The Board concurred with the recommendation.

CURRICULUM COMMITTEE REPORT

Chair Dorie Combs announced that Gail Henson would serve as the vice-chair of the Curriculum Committee and noted that the committee agenda calendar was reviewed and coordinated during the committee's meeting.

Review Items

1. **Status Report on GEARUP Kentucky (GUK).** Chair Combs indicated that this presentation was an update on the implementation of the GEARUP Grant from the United States Department of Education and said that Evone Lovell with the Council on Postsecondary Education is director of the program. She noted this is a collaborative project with the Kentucky Department of Education and explained that it targets students with low-income background in middle and high schools. Combs clarified that the purpose of the program is to provide access for students to higher education and she commented that this is the fourth year of the grant.
2. **Occupational Skills Standards Implementation.** Chair Combs noted that these standards are funded through the Carl Perkins Act and that it is a cooperative venture with business and industry to develop standards for occupational skills. She commented that a student takes the test for a particular occupation and if the test is passed, a certificate is issued indicating competency in that particular skill area. Combs reported that Rodney Kelly and Johnnie Grissom provide leadership for the program. She pointed out an issue with funding due to the fact that the Carl Perkins Act is coming up for reauthorization. Combs asked for reaffirmation from the Board that it sees the program as a priority and believes funding should be continued. She then

moved that the Board reaffirm its commitment to the program and see it has a priority and the Board agreed.

3. **Reading First Update.** Chair Dorie Combs reported the following highlights about the Reading First Program:

- Reading First is an \$89 million grant from the United States Department of Education designed to improve reading for primary students throughout the entire state. Kentucky will receive \$13.7 million annually for the next six years.
- All states are eligible to apply and 35 states have been funded to date.
- There are approximately 255 schools in 90 districts eligible to apply for these special grants for their schools. Eligibility for the grants can change as new test scores are issued. No grants have been released as of yet; the schools and districts have just been identified as eligible to apply.
- Eligibility for the grants is based on the existence of low reading scores plus a high poverty level.
- Eligible schools must develop a detailed application indicating how they will supply comprehensive reading instruction to their students addressing the five components required by the grant, intervention strategies for struggling readers and supplemental materials.
- The Kentucky Department of Education will provide intensive technical assistance to schools and districts in developing and reviewing the application and the Department will coordinate a series of vendor fairs for schools and districts to review reading instructional programs.
- The Curriculum Committee provided these policy recommendations in implementing Reading First: a) the Department will continue forward with its implementation plan for Reading First; b) the Department will provide a series of vendor fairs to help schools and districts review materials to determine if materials are scientifically research-based; and c) the Department will not approve specific materials because schools need to look at what is available, analyze the research on different programs and see what best fits the needs of students in their school; d) the Department will require schools to use two different early reading assessment programs, GRADE and DIBELS and e) the Department will conduct a pilot to determine the relationship between GRADE and DIBELS and CATS.

MANAGEMENT COMMITTEE REPORT

Action/Consent Items

1. **2002-2003 Local District Tax Rates Levied.** Chair Jeff Mando reported that this item affects only Leslie County because their tax collection schedule is behind. He indicated that in order to fix the situation the people of Leslie

County would have to pay two tax bills within one year. Mando then moved approval of Leslie County's tax rate and for the Board to send a letter to the Revenue Cabinet expressing concern about the situation, asking for it to be rectified and requesting a report on when it will be fixed. The Board agreed with the motion.

2. **Local District Facility Plans for Ballard, Barren, Garrard, Ohio, and Simpson Counties and Bardstown and Russellville Independents.** Chair Mando moved approval of all submitted local district facility plans and the Board concurred.
3. **Local District Facility Plan Amendments for Butler, Clay, Muhlenberg and Wayne Counties.** Mr. Mando moved approval of all submitted district facility plan amendments and the Board agreed.

Action/Discussion Items

1. **Proposed Resolution to Eliminate the Reduced Price Category of Meals from the Kentucky School Food Service Association.** Chair Mando reported that the Committee heard comments from Marty Flynn and Janie Thornton, representatives of the Kentucky School Food Service Association. He indicated that this group brought a resolution to the Board and has asked that it be adopted. Mando went on to say that there is a bill pending before the U.S. Congress to eliminate the reduced price lunch category and give free lunches to everyone at 185% of the poverty level. He further explained that the representatives from the Kentucky School Food Service Association shared that paying for reduced price lunches is a burden on these families and prevents offering nutritious lunches to more students. Mando reported that of the families and children that qualified for reduced price lunches, only 79% participate. He then moved adoption of the proposed resolution and at the same time noted there are financial implications for SEEK if this was to be implemented. The Board concurred with the adoption of the resolution.

Review Items

1. **Repeal of 704 KAR 7:060, Missing Children's Program.** Chair Mando clarified that there will be no action on this regulation until October and noted it is a repealer regulation to delete the existence of an outdated regulation. He noted that Angela Wilkins reported to the committee what is being done to address missing children.
2. **Covington Update.** Mr. Mando indicated that the update is set forth within the staff note found in the Board's agenda book and said that he stepped out during this discussion.

3. **Follow-up Information on Title IX Deficiencies for Schools Audited During the 2002-2003 School Year.** Mr. Mando reported that Larry Voucher, Will Engle, and Bridget DeVries from the Kentucky High School Athletic Association were present for the report. He commented that the information in the Agenda Book on this topic gives the status for the 59 schools audited for Title IX this year and said that KHSAA advised the committee that the audits have been done in a timely fashion and in a coordinated way. Mr. Mando indicated the committee was told that KHSAA officials do make surprise visits to see if upgrades have been made or if problems have been rectified. He noted that for future reports, KHSAA was asked to try and differentiate between major and minor violations within the report.

PERFORMANCE JUDGMENT APPEALS PANEL REPORT

Chair Sam Robinson indicated that the appeal involved Burgin High School in the Burgin Independent School District versus the Kentucky Department of Education. He moved adoption of the hearing officer's recommendation and Jeff Mando seconded the motion. The motion carried.

INTERNAL BOARD BUSINESS

Chair Helen Mountjoy dealt with the following items:

- Dorie Combs and Paul Whalen have requested to attend the NASBE annual meeting in October. Sam Robinson moved approval for their attendance and Alcie Combs seconded the motion. The Board concurred. Additionally, Paul Whalen was designated to be the voting delegate at the meeting and Dorie Combs was designated to be the alternate. Jeff Mando moved approval of these designations and Gail Henson seconded the motion. The motion carried.
- Chair Mountjoy announced the confirmation of Janice Allen's appointment to the SAELP Steering Committee.
- The composition of the Board's Evaluation Appeals Panel that will convene after the October meeting is as follows: Paul Whalen, Chair; Dorie Combs and Hilma Prather.
- The Board needed to approve Hilma Prather's attendance of the Education Commission of the States meeting in November. Sam Robinson moved approval and Dorie Combs seconded the motion. The motion carried.
- It was announced that Keith Travis would be the Vice-Chair of the Management Committee and that Paul Whalen would be the Vice-Chair of the KSB/KSD Committee.
- Paul Whalen moved approval for Dorie Combs to represent the Board on the KSD Facility Committee and Gail Henson to represent the Board on the KSB Facility Committee. Alcie Combs seconded the motion and it carried.

ADJOURNMENT

The meeting adjourned at 2:30 p.m.